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THE SCHOOL REVIEW

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Educational News and Editorial Comment

HARVARD SCHOOL OF EDUCATION

The organization of the Harvard Division of Education was one of the first steps taken in this country in the direction of a scientific study of school problems. In 1891 President Eliot brought to Harvard Paul Hanus, then a young teacher in Denver, to give courses in the "History and Art of Education." There was much skepticism at Harvard and elsewhere about the possibility of carrying on such courses in a way to justify university acceptance of them. People knew about normal-school courses in education but not about advanced university courses.

The *School Review* is published monthly from September to June by the University of Chicago. It is edited and managed by the Department of Education as one of a series of educational publications. The series, including also the *Elementary School Journal* and the *Supplementary Educational Monographs*, is under a joint editorial committee and covers the entire field of educational interests.

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It is a source of satisfaction to all the professional co-workers of the faculty of education at Harvard that the division which was established in 1891 is to be expanded into a graduate school with a great endowment. Professor Hanus is especially to be congratulated at this consummation of his pioneering. To President Eliot, that seer of American education whose clear vision foresaw the needs and possibilities of the science of education, the new school is to be a memorial and a monument.

The official announcement is as follows:

The establishment of a Graduate School of Education in Harvard University has been assured by gifts and pledges applicable to that purpose in connection with the Harvard Endowment Fund campaign.

The school will be devoted to the training of teachers and school administrators and to research in problems of teaching and administration. It will be established on a graduate basis and will thus take its place on a level with the other professional schools of the University, in the service of a great profession.

The new school will be in effect a reorganization and enlargement of the courses in education hitherto given by a Division of the Faculty of Arts and Sciences. It will have a separate faculty, and will offer the degrees of Master and Doctor upon the recommendation of this faculty.

The initial resources of the school, apart from tuition fees, will be an endowment of \$2,000,000 of which \$500,000 has been provided from funds already held by the University and \$1,500,000 has been raised by public subscription, including \$500,000 pledged by the General Education Board. The latter gift and the rest of the endowment not otherwise named by donors will be merged as the Charles William Eliot Fund of the Graduate School of Education.

The school will be opened at the beginning of the next academic year. An announcement of the courses of instruction and of the requirements for admission and graduation will shortly be issued.

On February 17 the Committee appointed by the Board of Overseers to visit the Division of Education will give a dinner at the Harvard Union to celebrate the establishment of the new school. President Lowell, President Emeritus Eliot, representatives of the Faculty of the School and of the General Education Board, and Dr. Smith, commissioner of Education for the Commonwealth, will speak. The Chairman of the Visiting Committee for the Division of Education will preside. This celebration of the establishment of the new school will be an occasion for presenting to its friends a full statement of its purposes and methods.

CITY SUPERINTENDENCY VERSUS UNIVERSITY PROFESSORSHIP

Superintendent Spaulding of Cleveland has resigned to accept a professorship at Yale. Within the last year several men have made a similar choice and for reasons not unlike those stated by Mr. Spaulding in his letter of resignation. University departments

are expanding rapidly and will doubtless draw more men from prominent school positions; their task is much simplified by a recognition on the part of school men of the inviting character of the opportunity which they can offer. One is compelled to ask, however, what is to become of the superintendencies of the great cities if they do not offer to men of the largest training the most attractive openings for work.

The plain fact is that the superintendency of any great city school system is coming to be an almost impossible job. The superintendent is hampered in most cases by board action which interferes constantly with his expert professional efforts. He is harassed by the politicians and assailed by the busybodies of the community. He has to stand at short intervals for re-election or rejection, and his salary is so much below that of a moderately good business position that it is difficult to find any real justification for his attempting to serve the community.

Communities will have to learn the value of their school managers by such experiences as the withdrawal of Mr. Spaulding. His letter to the board is so clear and important in the light which it sheds on the school situation in all great cities that it is quoted in full as follows:

For more than a month I have had under consideration an invitation from the officials of Yale University to go there at the expiration of my four-year term here, September, 1921, as professor of school administration and head of a department of education in the graduate school—a professorship and a position that have just been created as part of a plan of developing at Yale a strong graduate department of education. Coupled with this invitation was an urgent request that I assume the work there in September, 1920, should I become free to do so.

Careful consideration and investigation of the plans proposed and the opportunities offered have resulted in the belief that, over a period of years, I should be able to render at Yale University a larger and farther-reaching service to public education than I could in a strictly administrative "field" position, such as I now occupy.

This belief is strengthened by the practically universal concurrence of the considerable number of personal and professional friends, of large vision and sound judgment, with whom I have advised in the matter.

Furthermore, there are many conditions connected with the proposed development at Yale which makes it important that the work be entered upon next September rather than a year later. Hence, I am bringing the matter formally to the attention of your honorable board.

Lest the bare statement of my conclusion that the larger service lies at Yale University rather than in the Cleveland superintendency should leave your honorable board with the suspicion that I have not given due consideration to the opportunities for service here, I want to state briefly what I think of Cleveland as a field for constructive educational work.

Cleveland presents most exceptional opportunities. Indeed, considering the magnitude and the variety of opportunities for educational extensions, improvements and new developments; considering the uniformly generous financial support, and the soundly progressive educational demands of the community; considering the high degree of efficiency and the growing professional spirit and ambition of the large teaching force; considering the rare and varied expert ability of the superintendent's staff, and especially the co-operative spirit that characterizes that staff; considering the efficiency, the co-operation and hearty support of the other departments, the director's and clerk-treasurer's; considering the intelligent and generous support of the public press, which has been of inestimable value to the administration; and, finally, considering the attitude, the strength and the high and single educational purposes of the board of education, I am convinced that no other superintendency, city or state, in this country, equals the Cleveland superintendency in the possibilities of service that it offers its incumbent. Certainly there is no superintendency that I should prefer to this, either on account of opportunities offered, or on account of the personal and professional relationships involved.

Over against these opportunities, however, unsurpassed of their kind, Yale University promises opportunities likewise unsurpassed of their kind; opportunities for the professional preparation not only of teachers, but especially of educational leaders—superintendents, principals, supervisors, and normal-school and college teachers.

The most fundamental and pressing need of American education today, a need that promises to become even more acute in the immediate future, is that of competent professional leadership. There is need of many more and much better prepared leaders than are developing either through experience or as products of existent training institutions.

The opportunity of having a part in the professional preparation of hundreds of those who will immediately determine the educational ideals, policies, and plans of procedure throughout the country in the next generation, appeals to me as an opportunity for farther-reaching educational service than that of helping to determine for the immediate present the ideals, policies, and plans in any single city, however large and influential.

Moreover, I feel a measure of responsibility for trying to make generally available through publications—which it is impossible to prepare under the stress of the executive duties of a superintendency—and for transmitting directly to others whatever of value may have been developed through my varied experiences of twenty-five years' continuous service as a school superintendent.

Furthermore, I cannot be unmindful of the strong probability that I should be able, at best, to give to large city supervision—unquestionably the most wearing and wearying work in all the educational field—but comparatively **few** more years of such vigorously aggressive service as conditions universally demand.

Under the far less trying and nerve-wearing conditions of a position like that at Yale, there are reasonable probabilities of a much longer period of usefulness.

When certain large problems that are now pressing, such as legislation providing for permanently adequate financial support of the schools, the building program, new salary schedules, and certain important revisions and adjustments of courses of study are solved or well on the way to solution, as these should be by the end of this school year, conditions will probably be as favorable for a change in the superintendency as they are likely to be at any future time.

The changes in organization that were instituted when I took up the work here two and one-half years ago have become well established and have demonstrated their fitness to conditions; the new personalities introduced into important administrative and supervisory positions have demonstrated their efficiency and have become acquainted with the personalities and conditions with which they have to work; a spirit of harmony and earnest professional co-operation prevails generally throughout the system.

I have laid bare to you, at what may perhaps seem undue length, the important and the only important considerations which have moved me to present to your honorable board my resignation of the superintendency of the Cleveland public schools, the same to take effect on July 31, 1920, that you may consider the acceptance of it in the same spirit in which I am tendering it.

I am asking you to accept it, not that I may take a position immediately more advantageous to myself—indeed the proposed change involves a considerable financial sacrifice—but that I may engage in what promises to be a larger service.

EFFECTS OF SCHOOL SURVEYS

The resignation of Superintendent Spaulding brought out a series of facts which help to answer a question which one often hears raised: What influence do surveys have? The answer often given is discouraging to those who believe that scientific investigations ought to show the way in which reforms should be worked out. The issue of the *Plain Dealer* which announced Mr. Spaulding's resignation is authority for the following statement:

Dr. Spaulding's first work after accepting the Cleveland superintendency was the self-imposed task of studying the Cleveland school survey with the idea, which he later fulfilled, of shaping his policies to meet the special needs of the Cleveland schools.

Among recommendations of the survey which he has carried out are the following:

- Rewriting of the board of education rules to simplify procedure.

- Developing professional leadership by bringing into the system experts in various fields of education.

- Definitely locating and assigning authority in the system.

- Adding professional stimulus to the teaching staff by the development of the school of education and by adding a summer school to it.

- Relieving the formality and conservatism of the teaching methods by introducing a more varied curriculum.

- Appointing principals on a merit rather than a length-of-service basis.

Standardizing the employment of teachers by developing an employment bureau and raising salaries.
Employing married teachers on the regular schedules.
Appointing a supervisor for kindergartens.
Establishing training for children with defective speech.
Establishment of a psychological clinic for diagnosis of children before assignment to special classes.
Development of Americanization work and the establishment of a department of extension work.

Among other things which Dr. Spaulding developed are:

A reference and research department for the study of school problems.
Special class departments.
Vocational education of a wider scope.
Domestic science courses on a productive basis.
The medical inspection department.

He established:

Education for pupils of all ages.
Military training.
The educational council of teachers and supervisory officials as a clearing house for teachers' suggestions.
Classes for rehabilitation of soldiers.
Co-operative relations with the city in the development of educational policies at Hudson farm, the girls' school and the sanatorium at Warrensville.
Twelve new junior high schools, and enlarged the scope of work.

CONSERVATISM IN HISTORY

The American Historical Association at its recent meeting listened to a committee report which was in some respects the most radical that has been presented to that association in years. This report recommended that ancient history be dropped from the list of required high-school courses. It also recommended that a course in social science be put into the curriculum of the senior year. Other changes were recommended which a layman in history ought perhaps not to attempt to summarize. These changes seem to be in the nature of a return to the general history which was so emphatically ejected some years ago. At all events, if the report did not recommend general history, it certainly advocated certain broad inclusive courses to take the place of the ancient history which is to be abandoned and of the long sequence of courses recommended by earlier committees but seldom taken by American students in the high schools offering them.

The association did not accept the report. Objections were raised to almost every part of it and from almost every point of view. It seems fair to say that the historians as a group were not ready for the radical changes proposed.

There would be no justification for an attempt to settle any of the matters under discussion in an editorial written by one who

knows as little about history as the present writer, but one statement may be ventured. The failure of the American Historical Association to decide what ought to be done will certainly not blockade a movement which is in fact going forward in the schools. If history will not give up its effort to carry Freshmen back to the beginning of the world, the demands of modern life are sure to step in and put an end to the absurd practice of making ancient history the chief historical course of the high school. If historians are going to continue to regard themselves as the guardians of the social studies in high schools, they will have to give up the hope of spending three-fourths or even one-half of the time of students in laying what they please to call the foundation. The American student must be taught something about the community which is all around him. Either this instruction in modern social conditions must be worked out apart from history or the historians must begin to act quickly.

It is by no means clear that the historians will not take care of their own subject most intelligently by supporting a program which allows social science to develop as an independent subject. Such an experiment would allow history to lay out its sequence of courses without curtailing social studies and would at the same time emphasize the fact that there are other proper introductions to the study of modern conditions than the review of Greek and Roman civilizations. Such a separation of interests instead of curtailing the influence of the historians might in fact augment it. The historians would then be free from the complications which now beset them when they attempt to deal in detail with commercial geography and economics which the present committee has included in its history program.

HIGH-SCHOOL FRATERNITIES

The regulation of high-school societies appears to be no simple task even after state laws have been enacted giving boards of education power to deal with them. The following statement from Dubuque, Iowa, indicates the method adopted by the high school of that city:

The board of education has adopted a policy of recognition, regulation, and restriction with reference to high-school fraternities and sororities. This was decided on at a meeting held Monday afternoon.

The question of high-school fraternities has long been a troublesome and perplexing one and has received a great deal of careful thought and attention on the part of the members of the board.

The state law covering the case of all societies in the high school, both secret and non-secret, states that no pupil may become a member of any such fraternity or society, "except such societies or associations as are sanctioned by the directors of such schools."

Under the provisions of this last clause, the board, after a thorough canvassing of the entire situation, has voted, as at least a tentative and experimental measure, to give these societies recognition, and then to hold them to strict accountability and under close control.

The resolution as passed is as follows:

Resolved, That the Board of Education of the Independent School District of Dubuque hereby authorizes and sanctions, in accordance with the power conferred upon it by Section 2872a of the School Laws of Iowa, the existence in the Dubuque High School of the following so-called fraternities and sororities:

Alpha Omega (F), Phi Delta (F), Phi Sigma (F), Zeta Beta Psi (S), Iota Beta Phi (S), under the following conditions and restrictions:

1. That a complete roster of the names and addresses of each and every member of the above-named fraternities and sororities be filed with the Board of Education at least twice each school year, viz., at the opening of school in September and at the beginning of the second semester in February.

2. That the solicitation or pledging of grammar-school pupils—public, private, or parochial—is forbidden.

3. That the wearing of pins or other insignia of membership, or of pledge to membership, in and around the high school is forbidden.

4. That the members of said fraternities and sororities are to refrain from bringing their organizations as such into the social, athletic, literary, class, or other activities of the high school, except as may hereafter be provided by any rules promulgated by the Board for the organization of a Congress or Federation of Societies.

5. That all forms of initiation, tending to bring the high school into ridicule or to subject it to criticism, are subject to censorship, review, and even to forfeiture of the continued right of any fraternity to exist in the high school.

6. That unbecoming conduct or low scholarship, believed to be the result of connection with such secret societies, will be viewed as evidence of the undesirability of such societies and may result in the nullification of the right to exist.

In general the Board of Education, while authorizing temporarily the existence of such fraternities and sororities as are named above, reserves to itself the right and the privilege of revoking the sanction herein granted, whenever in its judgment the interests and well-being of the high school demand it.

In supplement to this, Trustee Reugnitz with the authorization of the Board is at work on a plan for the organization of a federation of all societies in the high school, both secret and non-secret, which shall make for unity and high-school spirit, promote democracy, and exercise a general control over all auxiliary associations.

RELIGIOUS INSTRUCTION

The following item from Rochester, New York, indicates the spread of a movement which has recently been taken up in a number of school systems:

The board of education today ordered that pupils in junior and senior high schools should be excused during regular school hours for religious instruction by any established religious body incorporated under the laws of the state on written request of parents or guardians and upon the religious bodies filing with the board satisfactory evidence of the adequacy of its facilities and competency of its instructions.

THE ARMY AS AN EDUCATIONAL AGENCY

The army and the navy are carrying out, now that they have returned to a peace footing, elaborate plans of education which were authorized before we went into the war but were not at that time worked out. The educational interests of these departments received a powerful impetus from the experiences of the war. Some idea of the spirit of the movement can be gathered from the following extracts from a statement made by Major General Haan under the authorization of the War Department:

Early in 1919, the War Department, actuated by a deep sense of responsibility felt towards the millions of men brought into the service during the war, as well as by the astounding facts as to illiteracy and physical condition of the young men of the country as shown by draft statistics, and the excellent work done by the Commission on Education and Special Training, had conceived an army built up on a new plan. It was proposed to make the army not only a military force to be trained and ready in time of national emergency, but a great educational institution where young men of the best mental, moral, and physical conditions, and with the highest ideals of patriotic citizenship would be produced.

This plan was realized, in a measure, when the Congress appropriated the sum of \$2,000,000 to be devoted to this purpose during the fiscal year 1920. Accordingly, in September instructions went forward to the commanding generals of all divisional camps and of territorial departments, who at once appointed on their staffs officers known as Education and Recreation Officers to assume direct charge of the work. Each officer has associated with him at least one civilian expert in educational affairs, who furnishes assistance and advice in establishing schools and manual training classes.

But it remained for the Camp Taylor Convention, called by the Secretary of War in order that the work in general might be co-ordinated and rough places smoothed out, to show that the army is now in reality a great training school where the mothers of our young Americans will be glad to see their boys go. This idea of the army as a vast university in khaki is admittedly hard to conceive, but nevertheless the thing has been accomplished right before our eyes.

No longer is the army merely concerned with the making of a recruit into an efficient fighting man, by giving him the prescribed system of military training only for a few hours of the day and leaving him almost entirely to his own resources for the remainder of the day. It now assumes responsibility for the entire twenty-four hours of his day, and sees that every portion is gainfully spent in useful study or helpful recreation. In the soldier's life, education and recreation now have equal places with military training, and are definitely scheduled in the programme of daily work.

Under the system of education now in force it is possible for men to receive instruction so as to fit themselves to be carpenters, blacksmiths, pharmacists, dental assistants, engine workers, mechanics, draftsmen, stenographers, truck gardeners, motor drivers, repair men, telegraphers, radio and telephone operators, etc. Such educational subjects as English, geography, mathematics, United States history and modern languages are also taught. Of course, at the present stage of the game it is not possible to give instruction in all subjects at any one camp or post, but so far as practicable the desires of the enlisted man as to the courses to be taken by him will be met.

A certificate will be given by the local commanding officer or school officer to each man who successfully completes a course, indicating that he has satisfactorily completed the course studied. A standard War Department certificate will later be adopted, and the possession of such a certificate by a soldier who has been discharged with a character of "Excellent" will be sufficient recommendation to a civilian employer as to the qualifications of the discharged soldier for employment.

On the other hand, it is highly important that the men themselves take the thing seriously and realize that the Government is concerned, not only in making trained soldiers of them, but also in making of them self-supporting and self-respecting members of the communities to which they will return on discharge.

This work is unique in the history of the Government, and highly important in showing the trend of the army in facing the new problems developed by the World War. It will result in making the army in time of peace a more valuable factor in the life of the nation by producing men of best possible type, having a good general education, possessing a useful trade, but, above all, thoroughly trained in moral character and the duties and responsibilities of good citizenship.

JUNIOR HIGH SCHOOLS AND OTHER MATTERS

It is seldom that a series of resolutions proposed to an educational body have in them the drive that is exhibited in a series of tentative resolutions presented at the last meeting of the Associated Academic Principals of the State of New York. The committee which prepared the resolutions also prepared lists of references in support of the position taken and made comments in explanation of the terms used. Three of the resolutions are of enough general interest to quote with the comments added by the committee; the references are omitted.

Resolution 2.—The eight-four scheme of school organization has no longer any excuse for being, and should be replaced at once by the 6-3-3 plan. This should mean vastly more than a mere regrouping of pupils. The Junior High School should have a course of study thoroughly adapted to the peculiar needs of children in early adolescence, a course that should include vocational education, general science, business methods and business mathematics, general social science of an elementary grade and a foreign language offered as an elective. The Senior High School should be a modern democratic institution, requiring as a preparation for citizenship elementary courses in ethics, psychology, economics and sociology. The present high-school courses in algebra, geometry and trigonometry should be replaced by elective courses in first-year, second-year and third-year mathematics, and the whole should be based upon the first-hand experience of high-school pupils.

Comments: The term "vocational education" is here used to indicate the utilization of vocations for educational purposes, not the training of pupils for special industries.

The eight-year elementary school was adopted, with modifications, straight from Prussia. It never was and never will be suited to democratic needs. The period from twelve to fifteen years of age is essentially a transition stage when pupils are neither children nor youth. Approximately fifty-two percent of school children leave school during this time and the chief reason for this exodus is the fact that they are not interested in the school work offered but are intensely interested in life outside the schoolhouse.

"Two-thirds of the things which are taught in our high schools and colleges have little effect in making people better citizens." [Pres. Hadley of Yale, in a recent speech.]

Resolution 3.—The function of vocational education should be clarified to the end that its pedagogical, psychological, anthropological and sociological significance may be fully understood and properly emphasized. There is no intrinsic opposition between cultural training and vocational training.

Comments: "Children who have the chance for practical work have a greater interest in books and are more intelligent in their use." [Dopp.]

"We can combine the vocational and the non-vocational—if we will, and each be the better for the other." [Davenport.]

"The deepest and most educative experiences are wordless contact with things." [Gesell.]

"The most natural and effectual mental discipline possible for any man arises from setting him to earnest and constant thought about the things he daily does, sees, and handles, and all their connected relations and interests." [Said by Johnathan B. Turner of Illinois in 1853.]

Resolution 4.—Our industry is now very largely organized on a Prussian plan, and we question whether democracy can long endure half democratic and half Prussian. It is, therefore, exceedingly important that all educational institutions promote the democratization of industry by such indirect means as lies within their power.

Comments: "Democratization of industry" does not mean doing away with capitalists. It does mean that the instinct to get and have is only one of several

instincts that should find expression in industrial enterprises. It does mean that the desire for self-government and the creative impulses should be utilized, and may be utilized, to the profit of both employer and employee.

EDUCATING AMERICANS ABOUT AMERICA

The National Parks Association, with headquarters at 1512 H Street, Washington, D. C., is organized for the purpose of attracting the attention of Americans to the public parks of the country. The association intends to publish descriptions of the various parks and asks for advice in getting this material into the schools.

Some extracts from the letter accompanying the first circular are reproduced herewith in the hope that teachers who are interested may offer suggestions to the officers of the association. The paragraphs from the letter are as follows:

Will you kindly examine the enclosed circular of the National Parks Association and Publication No. 1? You will see that the association is, in a large sense, an educational institution; that is, it purposes to act as a promotive medium between the professional teacher and the large body of the people who want to understand and appreciate the meaning of scenery and the wild life of America.

But the association's greater field is in the schools, and it is about this I want to ask your advice.

We should have, to begin with, a large membership of teachers. From that, perhaps, the rest will flow, for when teachers become interested in the popularized science publications, then should follow the really practical suggestions, right from the field itself.

But how shall we get these members? Three dollars is perhaps too large a membership fee to attract teachers; but the publications are expensive, and, being a young organization, the association has yet no funds for propaganda purposes.

The next publication, on the new Zion National Park in Utah, covers the whole of the plateau region in a way never done before even in the books, and it is thoroughly popularized and interesting. But how shall we get it into teachers' hands?

EDUCATION OF ENGLISH WAGE-EARNERS

A vigorous pronouncement by the general secretary of the Workers' Educational Association of England indicates that when the new law for continuation education goes into full effect in England there will have to be a liberal admixture of economic and general education included in the courses offered. It is important that we in this country should have our minds turned in the direction indicated by this demand for a broad education. The statement in full is as follows:

Hitherto the working class has never been seriously consulted as to what it wants from education or what it believes ought to be the true aims of education. Governments, contending parties, educational institutions, and influential sections of the community having definite views as to the place of the working class in their scheme of life have conceded to it a minimum of what they conceived to be for its good.

As a natural result, the education provided for working people has been very limited in quantity, while the system has been so permeated by an atmosphere of commercialism as seriously to vitiate the quality.

The same spirit can be discerned in many of the utterances of those who are now demanding educational reform. Their dominating idea is still that of increasing our industrial efficiency. The working class is still to fit in with pre-conceived notions as to its proper place in a generally accepted scheme of things, and educational reform is only to concern itself with equipping the workers to become more efficient bees in the industrial hive.

The working class has its own peculiar educational needs. The material prizes of life are limited, and only a few can win them. After all the prizes have been won, there still remains the great mass for whom under existing conditions there are no material prizes other than work and wages. These form the working class, and as such have educational needs peculiarly their own.

Since, under the existing state of society, the vast majority are wage-earners, education must give them a knowledge and understanding of the social and economic forces that mould and mar their lives. Only through a fuller knowledge and a clearer understanding of these can the workers attain to economic and social freedom. Further, since the experiences of the past ages are embodied in history, science, art, and literature, education must equip the working class to share in its racial heritage.

Labour wants from education health and full development for the body, knowledge and truth for the mind, fineness for the feelings, good-will towards its kind, and, coupled with this liberal education, such a training as will make its members efficient, self-supporting citizens of a free self-governing community.

Such an education, and only such an education, will meet the needs of the individual, the class, the nation, and the race.

NEWS ITEMS FROM SECONDARY SCHOOLS

HIGH-SCHOOL FACULTY MEETINGS

Hillsdale, Michigan.—"High-school faculty meetings that count professionally are rare." Hillsdale planned a series of meetings based upon the type which Superintendent S. J. Gier has been using successfully for general faculty gatherings. Committee consisting of principal and two teachers selects subjects for investigation and reports, keeping the local situation constantly in mind. These were assigned either to individuals or to small committees.

Meetings at the homes of faculty members, second Monday of each school month. Committee plans a pot-luck supper; costs equalized among those present, never exceeding 35 cents.

First meeting a discussion of means for promoting growth among teachers in service, the significance of the "marks" for scholarship, law and curve of probability explained. Free discussion. Second program devoted to reports of facts and methods observed in excursions into neighboring schools. Third gathering a report on social activities in the high school, their organization, supervision, etc. Held in connection with the domestic science rooms and gymnasium of high school. Fourth meeting a typical program of social activities suitable for a high-school party to illustrate methods of entertainment possible in place of the dance and other stereotyped forms of entertainment.

Other topics: supervised or directed study; the credit system in the Hillsdale High School; athletics in the high school; standardized tests and measurements; discipline, what it is, ways and means of obtaining; study of wages and social living conditions of teachers of Hillsdale: (a) in comparison with teachers of other cities of similar size; (b) in comparison with other professions and trades within the city.

GUY FOX

STUDENTS' HANDBOOK

Theodore Roosevelt High School, Alton, Illinois.—Handbook for the convenience of students, containing information for parents as well, published by the board of education. Introduction gives a brief history of the high school since its establishment in Alton. Part I contains information for new students, such as instructions for enrolment, directions for finding recitation rooms, cloakrooms, etc. Part II gives the requirements for graduation and explains the curricula, of which there are three groups, General High School, Vocational, and College Entrance, with five curricula under each group. Part III has descriptions of the various departments of instruction and the courses in the subjects offered. Part IV deals with the student activities of the school such as student council, debates and public speaking, literary societies, publications, musical organizations, and athletics. Part V describes school duties and customs such as regulations regarding assembly and

study halls, the library, the cafeteria, class organizations, care of building, time-honored customs, recognitions, and honors. The book is bound in the school colors, red and gray.

B. C. RICHARDSON

GENERAL OFFICE PRACTICE AND COMMERCIAL CLUB

East High School, Aurora, Illinois.—It has been our experience for some years to have a few students who have finished their stenographic course return for post-graduate work or to wait for a desirable position. Since they have considerable time to spend on shorthand and typewriting, they are assigned to what we call "general office work." We accept typing and stencil work from all departments of the school, local office, and from outside individuals and organizations, i.e., typing parts for plays for the Aurora Dramatic Club, parent-teacher notices for all the schools, church notices, Woman's Club literature, and like material from various sources. It is splendid training for these students to check in, assign, correct, and deliver such work. We receive compensation for all outside work and at the end of the year our commercial fund is no meager one.

All office-practice students assist the secretary in the school office and if students of high standing, they are excused from classes to assist business men in the absence of stenographers.

To stimulate further interest, we have organized a commercial club which meets every Thursday afternoon after school. Reports are given on topics of current interest, commercial conditions, and experiences of stenographers. The members visit factories and business houses. Local business men address the club and acquaint the members with conditions they are sure to meet when they enter the business world.

VERONICA G. O'NEIL